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ABSTRACT

This study examined various elements of Japanese beginning teachers' first year as classroom teachers and investigated the extent to which Japanese beginning teachers experienced similar stages of development to U.S. beginning teachers. Stages of development included self-adequacy, task-related abilities, and teaching impact. Interviews with beginning teachers focused on how teachers at their schools provided support and assistance to beginning teachers, how their teaching changed over the course of the year, how their self-thinking changed over the course of the year, which teacher responsibilities they felt most confident about, what they considered the most difficult and the most enjoyable aspects of teaching, and what advice they would give to beginning teachers. Results indicated that Japanese beginning teachers demonstrated the same three stages of concern as did U.S. beginning teachers. A high proportion of the Japanese beginning teachers' comments were at the task stage and the impact stage, with a lower proportion of their responses at the self-adequacy stage. (Contains 10 references.) (SM)

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Accelerating the Development of First-Year Teachers in Japan: Ideas for the Induction of Beginning Teachers in American Schools

by
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Introduction

Research about beginning teachers in the U.S. addresses a variety of aspects of their experiences, skills, concerns, and relationships with others (both students and other educators in the school). In relation to this study, of particular interest in the American research was the literature about the stages of concern teachers undergo as they progress from novice to experienced teachers. This study was an attempt to (1) examine some of the elements of Japanese novices' first year as classroom teachers and, in light of those elements, to (2) determine the extent to which beginning teachers in Japan experience similar stages of development.

Teacher Induction in Japan

In Japan, responsibility for continued training for teachers beyond their pre-service education is shared at three levels: (1) Monbusho, which sets national policy in teacher education and also funds various in-service efforts at all levels, as well as itself sponsoring a few in-service programs available to teachers from across the country; (2) the boards of education of the 47 prefectures and 12 specially designated cities, which have established Education Centers for the support and training of teachers in their local area; and (3) local schools, which plan and implement many formal and informal training activities for their staffs. (Nohara, 1977)

Monbusho's teacher induction program, established over a phased-in period since 1989 and in effect in all public schools since 1994, requires that all first-year teachers undergo 90 days of in-service training throughout the year, divided between in-school training (60 days or roughly 2 days per week) and out-of-school training (30 days or roughly 1 day per week) at the prefectural/designated city board of educations' Education Centers, special week-long workshops, or other schools. Under in-school training plans, first-year teachers are assigned mentor or supervising teachers from among the experienced teachers on the school staff. These mentor teachers are called "guiding teachers," and they are provided release time, funded by Monbusho, to work with the beginning teacher. In addition, beginning teachers may be assigned "subject specialists,"

especially at the lower and upper secondary levels, in cases where the academic subjects in which the beginning teacher and the guiding teacher hold licenses in different subject areas. Funds are provided for schools to employ retired teachers to work part-time with the beginning teachers and to substitute in their classrooms while they are in training sessions either at the school or in other training venues. School principals have ultimate responsibility for the in-school programs for the one or two first-year teachers assigned to their schools each year. (Ono, 1998; Nohara, 1977)

Stages of Concern of Beginning Teachers in the U.S.

The research about the stages of teacher concerns is well-established in the academic literature in the U.S. Researchers have found that in-service teachers have different concerns at various stages of teaching experience. Teachers at the *self-adequacy* stage are focused on survival. Their primary concern is to belong, to feel that they are members of the classroom and of the school community, and to be liked and respected. They are concerned about mastery of content, as well as doing well in front of supervisors and being accepted and respected by students and other teachers. (Adams & Martray, 1981; Fuller & Brown, 1975; Fuller, 1969)

Once survival and security are assured, teachers can begin to focus on *teaching tasks*. In this second stage of development, beginning teachers are more readily able to focus on teaching techniques and the tasks of teaching. During this period they have many concerns about the complicated act of teaching and the variety of tasks and activities that surround it. They realize that teaching is a demanding profession, requiring the coordination of many and varied elements. They learn that, in addition to teaching, the teacher must handle a volume of paperwork, not the least of which is grading papers and keeping records of students' progress. They begin to see that teaching takes much more time than the actual school day itself. During this stage, novices experience the frustrations and limitations of teaching, and they begin the feel doubts about their Task-related abilities and about their competence. In this stage, they are more concerned about issues related to instruction and student discipline. Their concerns include the pressures of teaching, workload, and class control. (Adams & Martray, 1981; Fuller & Brown, 1975; Fuller, 1969)

The third stage of concern is the *teaching impact* stage, in which teachers focus on students' learning and well-being. They have concerns about the learning, social and emotional needs of their pupils and about their own ability to relate to students as individuals. Teachers may experience these stages in sequence, and it may be difficult for them to progress through the stages if their concerns are not met in the prior stages. (Adams & Martray, 1981; Fuller & Brown, 1975; Fuller, 1969)

Are the same stages of concern evident among beginning teachers in Japan? Does the extensive formal induction program provided for beginning Japanese teachers foster their progression through the stages?

Demographics

During January-March, 2002, 13 first-year teachers were interviewed at 13 schools in Japan: 10 schools were located in the suburbs of Tokyo, 2 in central Tokyo, and one in a regional city in northern Japan. Gender and grade level information are as follows:

Males = 4 Average age = 27 years old

Females = 9 Average age = 24 years old

Grades taught:

1st	1	5th	1
2nd	2	6th	2
3rd	5	handi-capped	2
4th	0		

Procedures

It was determined that an oral interview approach rather than a written survey mode would better serve the time and translation limitations of the research environment. A series of interview questions was devised which made an attempt, given cultural differences, to address some of the concerns of beginning teachers. The nature of the questions, and the specific wording, were negotiated between the American researcher and her Japanese research counterpart, who contacted the school principals, established the interview schedule, coordinated the translators, and taped the interviews.

Afterschool interviews were conducted with the novice teachers in January, February, and March, 2002. The interviewer orally asked the questions in English, the questions were translated into Japanese by an accompanying translator, the teachers spoke their answers in Japanese, and their answers were orally translated into English. Three different translators were utilized in the 13 interview sessions. All interview sessions were audio-taped.

The researcher took notes during the English-translation portions of the interviews and listened to the audiotapes afterward. The teachers' taped responses were subjected to content analysis: similar responses were merged, then categorized if appropriate, and tallied for frequencies; percentages were calculated.

Response categories thus derived were further analyzed in an effort to determine whether they could be characterized in accordance with the three stages of concern described in the U.S. literature, as summarized in the previous section. Responses that were interpreted as relevant to the concerns-based theoretical concept were coded as follows: S = Self stage; T = Task stage; and I = Impact stage.

Interview Data/Discussion

The interview data and discussion of the teachers' responses to each question are presented below. The results of the analyses of the content of the teachers' responses are provided in tables at the end of this paper.

Question # 1. What are the ways the teachers here at this school provide special support and assistance to you as a first-year teacher? There were a total of 59 responses to this question. Responses are presented in Table 1.

Data. Over half of the responses (53 percent) referred to advice the novice teachers received from others. More than half of this advice (55 percent) was categorized by the researcher as "how to" kinds of comments: how to conduct teaching-related tasks, how to discipline children, how to plan, how to organize school functions, etc.

Another 27 percent of the beginners' total responses to the question focused on teaching observations. Half of these comments (50 percent) related to observation sessions with the mentor ("guiding") teacher; the other half (50 percent) referred to observations of the novice by others in the school.

The greater part of the remaining responses to this question (totaling 18 percent) indicated that the beginning teachers were also assisted by others in meetings at the school, by the part-time teachers who are employed to assist novice teachers in Japanese schools, by the special training sessions that every prefectural board must offer to novice teachers, and by the weekly-scheduled times for meetings/observations. An additional 2 percent of the responses indicated that the beginning teacher felt comfortable and accepted by colleagues at the school.

Only the responses that related to "how to" advice from their colleagues and beginners' comments regarding their comfort level at the school were coded for developmental stages; these were the only responses that could be characterized as relating to the concerns of the beginning teachers. All of the other categories of responses to this question referred to processes school personnel employed to provide assistance, rather than to concerns beginners might have. Of the "how to" assistance the beginners received (frequency = 15), the vast majority of the comments were coded as Task level in nature (frequency = 14); one "how to" comment related to Impact (frequency = 1). In a separate category, one response, "they tell me how to make the class enjoyable for children," was coded as a Self-level comment.

Discussion. References in the responses to weekly meetings/observations, meetings with other school staff, special school district training sessions for beginning teachers, and help from the part-time teachers employed for the purpose of providing assistance to novice teachers – all of these relate to the beginning teacher assistance programs that all school districts in Japan must have in place.

The assistance the Japanese beginning teachers derived from these observations and meetings was primarily Task-level advice, with a very low incidence of Impact-level and Self-level comments. This was expected; one might assume that experienced classroom teachers would naturally focus on teaching-task-type assistance for new teachers under their supervision.

Question #2. Please think back to the beginning of this school year. How is the way you teach now different from the way you taught at the beginning of the school year? Responses to this question are presented in Table 2.

Data. Four categories of responses to this question had approximately equal weight in terms of frequency and percentages. Of the total of 36 responses, the novices most frequently commented that they were now, at the end of the year, better able to accommodate individual students' needs (22 percent). They also felt their teaching was improved (19 percent), especially their pacing (57 percent of the comments in that category). They felt better able to deal with student discipline (19 percent) and they indicated that their communication with students had improved (17 percent).

Smaller percentages of their responses referred to lower stress levels (11 percent), development of their own teaching styles (8 percent), and improved trust levels of parents (3 percent).

A total of 36 responses to this question were coded by stage of concern; of these, 22 responses were coded at the Task stage, 9 at the Impact stage and 5 at the Self stage. All of the responses relating to the differences from the beginning of the school year to the interview timeframe in both teaching (frequency = 10) and discipline (frequency = 7) were coded as Task-level concerns. Of the 6 responses relating to communication with students, most were coded as Task-level (frequency = 5) and one was coded as Impact-stage. Responses dealing with the ability to adjust to individual needs (frequency = 8) were also coded as Impact-level concerns. Responses about parents' perceptions of the beginners' young age (frequency = 1) and about their own stress (frequency = 4) were coded as Self-stage concerns.

Discussion. Most of the responses to this question were Task-level in nature, an expected result. However, the rather high number of Impact-level statements by the Japanese novices was somewhat unexpected. Impact-level concerns appeared in comments about understanding students now and the teachers' newly-developed ability to adjust their teaching to individual students' needs. All of the less frequent Self-level comments by the novices in Japan indicated that their Self-stage concerns had been alleviated ("parents thought I was too young at first"; "now my stress level is lower" [emphasis added]).

Question #3. In the beginning of the school year, did you find yourSelf thinking about school-related things even though you were not at school? If so, what were your thoughts usually about? and *Question #4. In recent days, do you find yourSelf thinking*

about school-related things even when you are not at school? If so, what are your thoughts usually about? These two questions were combined during the interviews, as this approach seemed to elicit an easier flow to the responses. There were a total of 37 responses to these questions. The responses are presented in Table 3.

Data. The highest proportion of the novices' responses to these questions related to the increased complexity of their thoughts about school-related things at the end of a year's experience (24 percent) and the reduction in the amount of time they had to spend in planning for the next day (22 percent). Another 14 percent of their comments related to time, as well, but these amounted to a more general indication that they spent less of their personal time thinking about school matters now. Various other comments were made in much lower proportions, referring to such things as reduced worries about making mistakes (8 percent), knowing what's important now (5 percent), and thinking about next year's plan (5 percent). Other remarks of even lower percentages referred to worrying about pending observations (3 percent), increased ability to deal with student behavior (3 percent), thinking about how to end the year (3 percent), and not thinking about school much at all now (3 percent). Eight percent of the responses indicated that the nature of their thoughts had not changed over the course of the year.

A total of 33 of the responses to these questions were coded by stage of concern; of these, 19 were coded as Task-level concerns, 9 were Impact-level and 5 were Self stage. Several of the Task-level responses related to the more efficient use of time over the course of the year (frequency = 15) or to planning (frequency = 3).The Self-level comments (frequency = 5) encompassed concerns about parents' perceptions of the beginners, observations of their teaching by others, and about whether they could be good teachers. The Impact comments related to their own Self-evaluations and their concern for student learning and students' lives (frequency = 9).

Discussion. A major difference in the education systems of the two countries is reflected in the novice Japanese teachers' comments about the plan for next year. In Japanese schools, it is typical for teachers to remain with their class of children for two years or more; therefore, the beginning teachers interviewed in this study were in the midst of the end-of-year planning for teaching their students at the next grade level. This concern would be absent from the thoughts of novice teachers in the U.S., unless they had

already been informed that they would be teaching a different grade level (typically not connected with the same students) the following year.

Regarding the concerns of the Japanese novices, their Self-level comments were similar to the concerns that beginners in the U.S. might experience (concern about observations, worries about their mistakes, and issues relating to parents' concerns about their inexperience). Their Task concerns were also comparable in nature to those of American beginners; the limitations of time and the demands of planning evident in the Japanese responses would mirror the concerns of their American counterparts. But a surprisingly high level of the Japanese novices' comments were Impact-stage in nature. Already, toward the end of their first year of teaching, they were able to focus on the effects of their efforts on their students, indicating a rather rapid progression through the stages of concern.

Question #5. What areas of a teacher's responsibilities do you feel most confident to deal with? The responses are presented in Table 4.

Data. There were a total of 19 responses to this question. The bulk of these responses (89 percent) related to children. The largest proportion of the child-related remarks (29 percent) referred to the teachers' ability to understand children. Others related to such things as the children confiding in them (18 percent), playing with the children (18 percent), talking with the students (12 percent), the similarity in age encouraging student/teacher talk/understanding (12 percent), spending time with students (6 percent), and establishing relationships with children with problems (6 percent).

Only two comments were made that did not relate to children: one novice mentioned his/her knowledge of subject area and another referred to her/his healthy and cheerful nature.

A total of 12 responses to this question were coded by stage of concern; of these, 11 were at the Impact-level and 1 was at the Self stage. There were no comments that related to concerns about "Task." All of the Impact-level comments focused on the building of relationships with students.

Discussion. The Japanese beginners' comments were limited almost exclusively to the area of relating to children; there were no references at all in their responses to the skills of teaching. Indeed, this question, more so than any of the others, caused

consternation among the interviewees. This was the only question for which every one of the novices took substantial thinking time before answering. Almost all of them indicated it was a difficult question to answer [murmurings of "muzukashii" ("difficult") were frequent].

This question elicited responses that demonstrated, perhaps, the greatest cultural differences between the novice teachers in the two countries. The question asked the teachers to examine their own strengths and articulate these strengths to the researcher. The Japanese novice teachers found this a very difficult thing to do. In Japanese culture, it is not appropriate to expound upon one's accomplishments; instead, one is self-deprecating; in American culture, on the other hand, there is much less negativity attached to being proud of one's abilities (Samovar & Porter, 2001). The researcher had great difficulty eliciting any responses whatsoever from the Japanese teachers; only after probing and long silences were the responses forthcoming. When they did come, they focused almost exclusively upon the students, rather than the teachers themselves.

Question #6. What do you think are the 2 most difficult things about teaching? The total number of responses to this question was 24. They are presented in Table 5.

Data. The two most common responses related to relationships with parents (21 percent) and how to teach in interesting, relevant ways so students enjoy class (21 percent). A third response was made in a proportion almost as high: dealing with students' individual differences/needs (17 percent). Discipline (13 percent) and the crush of time/running out of time/rushing (13 percent) were also mentioned rather frequently. Less frequent were understanding children (8 percent) and how to know/teach so many subjects (4 percent). One novice referred to her worries about teaching a classroom full of children after teaching in a resource room with only a small number of students (4 percent).

A total of 24 responses to this question were coded by stage of concern. Of these, 11 were Impact-level, 7 were Self-level and 6 were Task-level. The Impact-level comments focused primarily on teaching (frequency = 9), relating to making their teaching interesting and relevant to students and addressing the individual needs of students in their instruction. Most of the Self-stage comments (total frequency = 7) related to relationship with parents (frequency = 5). The Task-level comments (total

frequency = 6) were evenly divided between concerns about discipline (frequency = 3) and the limitations of time (frequency = 3).

Discussion. Almost half of the comments of the Japanese novices reflected Impact-level concerns, a surprisingly high proportion of comments reflecting that stage, considering the fact that these were first-year teachers. The other half of their comments were evenly divided between Self- and Task-level concerns. It is understandable that beginners, even toward the end of their first year of teaching, when asked about the difficulties of their first year, would dwell on the various tasks relating to teaching and their self-oriented concerns.

Question #7. What do you think are the 2 most enjoyable things about teaching? Responses are presented in Table 6.

Data. There were a total of 30 responses to this question. Of these, the great majority (83 percent) related to children. These comments encompassed a broad range; the largest proportion of them referred to enjoying children's success in class (28 percent of children-related comments) and seeing them happy (16 percent of children-related comments). Other responses in this category related to enjoying talking with students (12 percent), having good relations with students (12 percent), being with children (8 percent), liking children (8 percent), hearing children say they enjoyed class (8 percent), hearing children express their thoughts (4 percent), and understanding the children (4 percent).

Each of the other responses, those which did not relate directly to children, were referenced only once (3 percent each): enjoying school activities, teaching a favorite subject, relationships with other teachers, being with other new teachers at the school board's training sessions, and the good working conditions that accompany teaching.

A total of 21 responses to this question were coded by stage of concern. Of these, 14 were at the Impact level and 7 were Self-stage; there were no Task-level comments. Half of the Impact-stage comments related to children's success/understanding of the material being taught (frequency = 7). Most of the remaining Impact-level responses referred to students' positive affect ("to see children happy" and when they "enjoyed the class"; total frequency = 6). The major portion of the Self-stage comments addressed the beginners' relationships with others: with students (frequency = 3), with other teachers in

the school (frequency = 1) and with other new teachers in their special training sessions (frequency = 1).

Discussion. It is interesting that there were no responses to this question at the Task level: the Japanese novices did not seem to find the tasks involved in teaching as enjoyable when compared with the Impact and Self-stage related elements of teaching. Impact-level statements represented the overwhelming majority of their responses.

Question #8. What do you think is the most important advice you would give to first-year teachers? There were a total of 59 responses; they are presented in Table 7.

Data. In Table 7, every response is reported, in addition to the categorizations of responses, rather than just the categorizations. The researcher, upon hearing these comments during the interviews, determined that the richness of the variety of responses should be represented in the presentation of the data. Thus, the raw data, as well as the categorizations of responses, are provided in Table 7.

Almost half, 43 percent, of the novices' advice to other beginning teachers related to attitude, cautioning them not to expect too much of themselves, reminding them that others understand that they are beginners, and admonishing them to be themselves and "keep smiling." Another large proportion of their comments (30 percent) related, again, to the children, focusing for the most part on spending time with them. Lower frequencies of responses advised other beginners to seek help when they need it (17 percent) and attend to the tasks related to teaching (9 percent).

A total of 17 responses to this question were coded by stage of concern. Of these, 9 were Self-level concerns, 5 were Self-level and 5 were Task-level in nature. Much of the Self-stage advice the Japanese novices would give to other beginners deals with assurances that beginners can't be perfect or expected to know everything (frequency = 3) and admonitions to ask others for help (frequency = 3). Other Self-level comments offer encouragement to "keep smiling" and not to give up (frequency = 3). The Task-stage comments are also admonishments: to plan well (frequency = 2), to study (frequency = 1), to learn by listening to others (frequency = 1) and by studying (frequency = 1), and to develop their own style of teaching (frequency = 1).

Discussion. The proportions of responses across the three stages of concern reflect advice offered most frequently at the Self-level, followed in frequency by Task-level and

Impact-level suggestions. This is no surprise, since one might expect beginning teachers to be preoccupied by Self-stage concerns and to remember the intensity of those concerns at the very beginning of their own first year of teaching. Their advice to others reflects their own concerns but it also implies lessons they have learned and the lessening of those self-related elements as their first year progressed.

Conclusions

The novice Japanese teachers interviewed demonstrated the stages of concern that have been identified in the research about beginning teachers in the U.S. As is evident in Table 8, most of their concerns-based comments (frequency = 66; percentage of total concerns-based comments = 42%) were reflective of the second stage, the *teaching task* stage: time pressures, concerns about lesson planning, and emphasis on developing understanding of the students, for example. There were also a substantial number (frequency = 58; percentage of total concerns-based comments = 36%) of *teaching impact*-level comments (for example, that they enjoy when students are successful). A smaller proportion of their responses to the interview questions (frequency = 35; percentage = 22%) were *self-adequacy*-level remarks.

The Japanese teacher induction system provides continuous and extensive support and assistance to novices in their first year of teaching. Toward the end of their first year, the novices in this study demonstrated through their interview responses that, of the three levels of concerns, Self-stage concerns were the least frequent. The beginning teachers were most engaged at the time of the interviews with Task-level issues and, to a rather substantial extent, with Impact-level concerns.

The interview responses made frequent reference to the continuing pedagogical training provided to them throughout their first year of teaching. The interviewees referred to frequent observations by their "guiding" teachers and by others in the school, resulting in many kinds of "how to" advice for their teaching methodologies. They also made reference to meetings with other educators in their school and to the special prefectural training sessions for beginning teachers, as well as to the part-time teachers employed to assist them during their first year. All of these are components of the Japanese teacher induction system.

A unique practice in the Japanese educational system was highlighted in the interviewees' responses: that Japanese teachers move up with their students at least one grade level. The Japanese novices made Task-level comments about planning for the next year's curriculum, at the next grade level. This demonstrates that some of the Japanese teachers' concerns-based remarks were related to Japanese educational practices that have no counterpart in American schools.

This raises the issue of the wisdom of making cross-cultural comparisons within theoretical structures that may be culturally-based. The researcher was curious about the applicability of the concerns-based developmental theory that is abundant in the knowledge base of American teacher education. She took advantage of her employment at an educational research center at a Japanese university to test the theory cross-culturally, and she found some comparability.

However, cautions are in order in regard to such cross-cultural comparisons. It is suggested here that theoretical constructs are based in the culture in which they are developed. Interview questions drawn from such theories are, by default, also culturally based. Culturally-based interpretations are unavoidably made when the interview questions are translated into another language and when the interpreter is asked by an interviewee to explain a concept buried in a question; the explanation must be couched in terms that make sense within the experiences of the interviewee. In essence, the interviewer's culture must be interpreted into the interviewee's culture. Misinterpretations based upon cultural differences may result.

Further complications arise in the coding of interviewee responses. The responses must be translated into the original language from the interviewee's language and, in their turn, the concepts buried within the responses are inevitably interpreted in a way that makes sense within the constructs of the original question. In this case, the interviewee's culture must be interpreted into the interviewer's culture. Misinterpretations based upon cultural differences may result at this stage of the interviews, as well.

Further difficulties may be embedded in the coding process itself; this study was a case in point. American culture has low context communication patterns, i.e., meanings are explicitly expressed in the words that are spoken or written. Japanese culture, on the other hand, is the embodiment of high context communication; spoken or written words

may carry meanings that go beyond the words themselves (Samovar & Porter, 2001). An understanding of the culture is required in order to interpret the full meaning of such implicit communication. The complication arose in this study when attempts were made to code high context responses within a low context coding system. The researcher found that on occasion she was interpreting more than the specific words, but the intent and concepts behind the words, as she coded some of the responses, based upon her experiences within and understanding of Japanese culture and Japanese educational practices. Misinterpretations based upon cultural differences may have resulted.

In summary, Japanese novices did demonstrate the three stages of concern that American beginning teachers demonstrate. A high proportion of the Japanese first-year teachers' comments were at the Task stage and the Impact stage, with a lower proportion of their responses at the Self stage. However, cautions are raised regarding cross-cultural comparisons and the findings should be interpreted with these cautions in mind.

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Table 1. Responses to Question 1
Total Responses = 59

Responses	Subtotals	Number	Percentage*
Observations:		16	27
By the guiding teacher:	8 (50%)		
Mutual observations	5		
I observe/model	2		
She/he observes me	1		
By others in the school	8 (50%)		
Meetings with others in the school		3	5
Specific hours or days of week scheduled for meetings or observations		4	7
Part-time teacher helps		2	3
School board training sessions		2	3
*S** Feel comfortable/accepted		1	2
Advice given to me:		31	53
General advice	10 (32%)		
Points out important points after observation	4 (13%)		
They tell me how to:	17 (55%)		
*I** Make class enjoyable for children	1		
*T** Elaborate on children's answers	1		
*T** Select students to call on	1		
*T** Slow my speed of teaching	1		
*T** Write on the blackboard	2		
*T** Talk to students	2		
*T** Use appropriate words for students	1		
*T** Ask questions properly	1		
*T** Deal with students	1		
*T** Plan	2		
*T** Teach	2		
Organize school functions	2		

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	1
Task stage	14
Impact stage	1
Total	16

Table 2. Responses to Question 2
Total Responses = 36

Responses	Subtotals	Number	Percentage*
*T** No longer go by manuals – have my own teaching style		3	8
My teaching is different:		7	19
*T** I now can slow down and wait for student responses (pacing)	4 (57%)		
*T** I now understand the flow of the curriculum	2 (29%)		
*T** Can tell what's important to teach in a lesson	1 (14%)		
*I**Can adjust now to individual students' needs		8	22
Discipline:		7	19
*T** Now I can deal with students' behavior	4 (57%)		
*T** I now know how to scold	2 (29%)		
*T** I now know how to praise	1 (14%)		
Communication with students:		6	17
*I** Can understand what students are thinking now	1 (17%)		
*T** Can use correct words at students' level now	1 (17%)		
*T** Learned students by spending time at lunch	2 (33%)		
*T** Learned students by spending time at breaks	2 (33%)		
*S** Parents thought I was too young at first		1	3
*S** Now my stress level is lower, I've calmed down, less worried		4	11

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	5
Task stage	22
Impact stage	9
Total	36

Table 3. Responses to Questions 3 and 4
Total Responses = 37

Responses	Number	Percentage*
Thoughts are about the same	3	8
*S** At first, worried about mistakes, whether could be good teacher	3	8
*S** Worried about pending observations	1	3
*S** Parents worry me less now, they know I can teach	1	3
*T** Spend less personal time on school now	5	14
*T**Know what's important now so can use time better	2	5
*T** I can deal with student behavior better now	1	3
*T** Less time spent now planning for teaching the next day	8	22
*I** Think of more complex things now: evaluate the day, potential teaching materials and examples, role of school in students' lives, addressing individual student differences	9	24
*T** Think about next year's plan now	2	5
*T** Think about how to end this year	1	3
I don't think much about school now	1	3

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	5
Task stage	19
Impact stage	9
Total	33

Table 4. Responses to Question 5
Total Responses = 19

Responses	Subtotals	Number	Percentage*
About children:		17	89
*I** I understand the children	5 (29%)		
I talk with students	2 (12%)		
*I** I'm similar in age so they can talk with me/I understand	2 (12%)		
*I** They confide in me	3 (18%)		
I spend time with them	1 (6%)		
I play with the children	3 (18%)		
*I** I establish relationships with children with problems	1 (6%)		
*S** I know my subject content		1	5
I'm healthy/cheerful		1	5

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	1
Task stage	0
Impact stage	11
Total	12

Table 5. Responses to Question 6
Total Responses = 24

Responses	Number	Percentage*
*S** Relationship with parents	5	21
*T** Discipline	3	13
*T** The crush of time/running out of time/rushing	3	13
*I** How to teach in interesting, relevant ways so students enjoy class	5	21
*I** Dealing with students' individual differences/needs	4	17
*S** How to know/teach so many subjects	1	4
*I** Understanding children	2	8
*S** The difficulties I will have going from resource teaching to the regular classroom (student numbers)	1	4

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	7
Task stage	6
Impact stage	11
Total	24

Table 6. Responses to Question 7
Total Responses = 30

Responses	Subtotals	Number	Percentage*
About the children:		25	83
*I** When children are successful/when they understand what I'm teaching	7 (28%)		
*I** To see children happy	4 (16%)		
When children express their thoughts	1 (4%)		
Being with children	2 (8%)		
I like children	2 (8%)		
Talking with students	3 (12%)		
*S** Students like me/good relations with children	3 (12%)		
*I** Understanding the children	1 (4%)		
*I** When students say they enjoyed the class	2 (8%)		
*S** Enjoyable school activities/events		1	3
*S** When I can teach PE, my favorite subject		1	3
*S** Relationships among the teachers in this school		1	3
*S** Being with other new teachers at school board training sessions		1	3
Teaching is a profession with good working conditions		1	3

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	7
Task stage	0
Impact stage	14
Total	21

Table 7. Responses to Question 8
Total Responses = 23

Responses	Subtotals	Number	Percentage*
About children:		7	30
Take the time to be with the children as much as possible	1		
Spend as many hours as possible with the students	1		
Observe the students a lot	1		
*I** Give the students a good sense of security by letting them know the teacher is always watching out for them	1		
Try to make contact with students as much as you can	1		
*I** Establish a relationship with each child so each one will trust you	1		
*I** Spend time with the students as much as possible – you'll learn about their thinking and understand them as a result	1		
About seeking help:		4	17
*S** Ask questions when you have something you don't know	1		
*S** Feel free to ask for advice	1		
*T** Listen to others	1		
*S** Please ask others if there is something you don't understand	1		
About teaching:		2	9
*T** Plan ahead for the week, the month, the school term, the year	1		
*T** You must find the time for good preparation and for playing with students	1		
About attitude:		10	43
*S** Time resolves everything	1		
*S** Keep smiling	1		
*S** Don't worry about teaching better than others – not possible to be excellent at first	1		
*S** You'll have many difficult things but also many enjoyable things. Don't give up – keep on trying	1		
*T** Teachers have to study a lot about everything	1		
*T** Find your own teaching style	1		
*S** We were all beginners once – other teachers have sympathy for you	1		
*S** Don't try to be perfect	1		
It's hard for teachers to recognize the problems some children have in school, because people who become teachers usually have not had those problems themselves	1		
Stick to your ideals, don't give them up, even though it may take a lot of energy when the teachers around you are older	1		

***Percentages may not add to 100 due to rounding

Frequency of Responses Coded by Stage of Concern

Self stage	9
Task stage	5
Impact stage	3
Total	17

Table 8. Summary of
Concerns-based Responses
N = 159

Stage of Concerns	Frequency	Percentage
Self	35	22
Task	66	42
Impact	58	36
Total	159	

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